R4800-2

'AN EMERGENCY'

A group of worried college presidents told the Congress last week that unless more funds are added to the Pell Grant program, as many as 300,000 students will lose their grants and another 600,000 will have their awards cut.

See Page 8.

AN OVERVIEW

The National Education Association's annual "Estimate of School Statistics" shows that education expenditures are up, enrollment has increased for the first time in a decade, and the average salary for teachers has climbed to $25,257.

See Page 4.

A CONTROVERSY

The Secretary of Education has denounced school-based health clinics that dispense birth-control aids and information as teaching the wrong "lessons" to young people; in St. Paul, efforts are underway to find funds to keep one such clinic open.

See Pages 6 and 8.

EDUCATION WEEK

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Preschool Pressure, Later Difficulties Linked in Study

By Anne Bridgman

A preschool program's ability to prevent later behavior problems may rest in part on its choice of curriculum, findings from a 15-year study released this week suggest.

The study, which traced the development from preschool to high school of 54 children from low-income families, found that, at age 15, those youths who had taken part in highly academic, teacher-controlled preschool programs reported twice as many instances of drug abuse and juvenile delinquency and up to five times as much involvement in property destruction and other violent acts as those who had attended programs stressing child-initiated activities.

It also found that the teen-agers who had attended child-directed preschool programs were more well adjusted generally, participating more in sports and other extracurricular activities and having better relations with their families.

The study was conducted by the High/Scope Educational Research Foundation of Ypsilanti, Mich., and appears in the première issue of the *Early Childhood Research Quarterly*, a journal published by Ablex Publishing Corporation.

Continued on Page 15

DAVID M. GROSSMAN

"Child-initiated" preschool activities are correlated with later satisfactory adjustment, while "teacher-directed" programs are linked with later behavioral problems, suggests a new High/Scope longitudinal study of a group of children.

Immersion Method Is Faring Poorly In Bilingual Study

Early E.D. Data Seen Likely To Stir 'Flexibility' Debate

By James Crawford

English immersion, an instructional alternative that is popular among critics of bilingual education, has fared poorly in the U.S. Education Department's first large-scale evaluation of the method, according to early results.

In the first year of a four-year longitudinal study by S.R.A. Technologies Inc., limited-English-proficient students in bilingual programs consistently outperformed "immersion strategy" students in reading, language-arts, and mathematics tests conducted in both English and Spanish.

This "unexpected" pattern was the opposite of what S.R.A. had predicted, according to David Ramirez, an employee of the contractor who is directing the federally funded study.

In a Dec. 19, 1985, summary of the test scores for the study's advisory committee, however, Mr. Ramirez cautioned that the results are "tentative at best" and recommended that they be kept confidential to avoid "exacerbating an already volatile public debate." A copy of the memorandum was obtained by *Education Week*.

Indeed, the findings are seen as likely to affect the debate over the Reagan Administration's call for "flexibility" in serving the needs of LEP students. At the request of Secretary of Education William J. Bennett, the

Continued on Page 10

Reaction to Holmes Report: Plaudits, Skepticism, and Muted 'Sour Grapes'

By Lynn Olson

A report proposing sweeping changes in teaching and teacher education, set forth by education deans from some of the nation's leading research universities, elicited both high praise and deep skepticism last week.

"It is one of the most important statements on teacher education to come out ever," said Hendrik Gideonse, dean of the college of education at the University of Cincinnati. "It identifies the major themes that simply must be addressed for those interested in improving teacher education."

But another education dean, who asked not to be identified, said he was "underwhelmed" by the report's "relatively shallow intellectual content" and the prevalence of "sweeping statements without any foundation in research."

The 95-page document, "Tomorrow's Teachers: A Report of the Holmes Group," was released at a press conference in Washington on April 7. *(See Education Week, April 9, 1986.)*

The Holmes Group, a loosely formed consortium of education deans, has asked 123 research universities, representing all of the 50 states, to indicate by July 1 whether they will join the group and commit themselves to its reform agenda.

Last week, during the annual meeting of the American Educational Research Association in San Francisco, Holmes Group representatives held regional meetings for deans from the invited institutions. Members of the steering committee subsequently met and decided to write a letter clarifying some organizational issues based on those meetings. *(See related story, page 12.)*

Education deans from many of those institutions have said that they are still undecided about membership, which carries a

Continued on Page 12

Military-Base Schools To Become Civilian Under New Proposal

By Tom Mirga

WASHINGTON—Defense Department officials have been known to proclaim that they administer the equivalent of the eighth-largest school district in the United States.

But if the Congressional committees that oversee Pentagon activities have their way, the military's standing as one of the nation's chief educators of children would be lessened considerably within the next four years.

In a move that attracted little attention at the time, the Congress directed the Defense Department late last year to begin laying the groundwork for an "orderly transfer" to local school districts of the elementary and high schools it operates on do-

Continued on Page 16

Elementary Gains Seen in Testing Review

By Lynn Olson

Achievement in the elementary grades is by some measures at its highest level in three decades, according to a report on testing trends released this week by the Congressional Budget Office.

The report, *Trends in Educational Achievement*, states that the decline in test scores among students in the upper elementary grades actually ended as early as the mid-1970's, despite a "widespread misconception" that test scores stopped declining only a few years ago.

This trend in student performance in the early grades gained "relatively little attention," the report notes, "[p]erhaps because of the greater notice accorded to tests at the senior-high-school level."

The report is not particularly sanguine, however, about the overall level of student achievement. The report includes data showing that American students still fare poorly on international comparisons, and that many American students are not performing well even on fairly easy questions.

And although the test scores of high-school students have also improved, the C.B.O. analysis points out, scores on such examinations as the Scholastic Aptitude Test remain relatively close to their low points of

Continued on Page 9

IN SUMMARY

Preparing a Blueprint for Teaching
The Carnegie Task Force on Teaching as a Profession is considering recommendations to establish a national certification board and pay highly trained teachers as much as $65,000 a year. **Story on Page 5.**

To the Rescue
St. Paul's pioneering school health-clinic program is imperiled by a budget deficit, and a citizens' task force is trying to raise funds from the private sector to keep it operating. **Story on Page 6.**

Scotching the Stereotype
Contrary to the popular belief that teen-age mothers spend their lives on welfare, most in a new study eventually found jobs, but their children developed behavioral problems. **Story on Page 6.**

Sounding the Alarm
College presidents traveled to Washington to warn the Congress that 300,000 students will be eliminated from the Pell Grant program unless a supplemental appropriation is approved. **Story on Page 8.**

Tax Reform (Cont.)
The Senate Finance Committee has rejected a House-passed tax increase on pension benefits that would have affected 19 million teachers, administrators, and other public employees. **Story on Page 8.**

Special-Education Funding
Senator Lowell P. Weicker Jr. has charged that the Reagan Administration, despite previous assurances, has proposed what amounts to a reduction in special-education funds. **Story on Page 9.**

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THE WEEK

FEDERAL

House Passes Bill To Rename Program After McAuliffe

The House of Representatives has unanimously voted to rename the National Talented Teachers Fellowship Program after Christa McAuliffe, the New Hampshire social-studies teacher who perished aboard the space-shuttle Challenger.

The Senate is expected to vote on the name change next month.

The fellowship program, which was signed into law by President Reagan in 1984 but has never been funded, was intended to provide a select number of outstanding teachers with one-year paid sabbaticals to further their professional development or conduct research in education-related fields.

Speaking in favor of the measure before its passage, Representative William D. Ford, Democrat of Michigan, said that renaming the program the "Christa McAuliffe Talented Teacher Fellowship Program," would "pay tribute" to Ms. McAuliffe, and "by extension, all teachers everywhere."

Mr. Ford also urged the Appropriations committees in both the House and Senate to give "serious consideration" to the program's "modest" $2-million authorized appropriation for fiscal 1987, so that the program "can be implemented nationwide."

STATES

New Teachers Find Virginia Evaluation A Tough Hurdle

Nearly half of Virginia's beginning teachers, evaluated on their classroom teaching skills earlier this year, failed a new "performance assessment" and will lose their jobs if they do not pass next year, state education officials say.

Since July 1, 1985, beginning teachers in Virginia have received a provisional, nonrenewable certificate good for two years, during which they must demonstrate competence in 14 instructional areas to receive a renewable credential.

Forty-five percent of the 668 teachers working under the provisional certificate this year failed the evaluation, according to William L. Helton, adminstrative director of the state department of education's personnel and professional development office. He noted that teachers must demonstrate competence in 10 of the 14 areas to pass the evaluation.

Those who failed will be given two more chances to pass next year, Mr. Helton said. "If, after the three attempts, they cannot demonstrate the competencies, they will not be able to teach in the public schools of Virginia," he said.

Beginning next July, prospective teachers in the state will not be eligible for the provisional certificate until they pass the communications, general-knowledge, professional-knowledge, and subject-matter tests of the National Teacher Examinations.

Day-Care Lawsuit Fights Exemption Of Religious Centers

A Florida day-care center has sued the state's department of health and rehabilitative services, claiming that the laws governing day care unfairly exempt church-run centers from regulation.

"We have nothing against churches taking care of children," said Margie Forte, owner of the Babes and Dolls center of Jacksonville. "But we want it to be fair and equal. It isn't now."

Ms. Forte said that personnel of all centers must submit to background checks, but that centers run by religious institutions are not required to follow other state-mandated standards. For example, she said, state laws limit the number of children per employee, and require someone over 21 to be present at all times.

Ms. Forte added that she had no evidence that church-affiliated centers were violating the regulations, but she said the cost of compliance made it difficult for her center to compete with them in terms of per-child fees.

A lawyer for the state said the law's distinction between religious-based centers and other centers is protected by the U.S. Constitution—a view that federal courts have upheld, she added.

Pennsylvania Schools 'Pleasant,' 'Secure,' Teachers Report

Pennsylvania teachers say the schools in which they work are "safe and secure" and "pleasant," according to a survey conducted last spring by the state department of education.

However, roughly 3 out of 10 of the 20,000 teachers responding to the survey said they do not always have the materials and supplies they need to teach.

More than 80 percent of the participants in the survey, conducted as part of the state's annual "educational quality assessment" program, said the school where they work is "always or almost always" a safe and secure place. About 7 out of 10 teachers reported that their school's physical environment is pleasant and the upkeep adequate.

In general, elementary teachers expressed greater satisfaction than their high-school counterparts in the areas surveyed. The greatest difference between the two groups of teachers concerned their enthusiasm for their work.

More than 80 percent of the elementary teachers surveyed, but only 67 percent of the high-school teachers, said they looked forward to coming to work each day.

DISTRICTS

Philadelphia Schools Need $149 Million Over Next 3 Years

The Philadelphia Board of Education has informed the city council that the school system will need roughly $149 million in additional revenue to balance its budget over the next three years, according to Irvin R. Davis, the school district's managing director for financial administration.

The additional revenue is needed, Mr. Davis said, to pay for a new teacher contract that will raise salaries 16 percent over the next three years, and for anticipated pay raises for other school employees.

While the board approves its own budget, it does not have the authority to tax for needed revenues. That authority rests with the city council.

The board has told the city council that the funds could be raised through a 9.1 percent, or 6.8-mill, increase in city property taxes effective next January. One mill equals $1 per every $1,000 of assessed property valuation.

Paul Hanson, a school-district spokesman, said that if the council chooses not to raise property taxes now, an even bigger tax increase may be necessary in the future, "providing the council doesn't want the school district to go broke."

District Closed In Mississippi Following Boycott

The Indianola, Miss., school board voted last week to close the city's schools indefinitely following a decision by members of the city's black community to boycott schools and white businesses to protest the selection of a white superintendent.

The school boycott began on March 26 and involves about 2,300

Education-Spending Rate Slows; Salary Gains Made, N.E.A. Finds

By J.R. Sirkin

WASHINGTON—Americans raised their spending for K-12 public education by an estimated $9.1 billion in 1985-86, pushing the average salary for classroom teachers to $25,257, according to a report to be issued this week by the nation's largest teachers' union.

Despite inflation and regional variations, the report, "Estimates of School Statistics, 1985-86," indicates slow but continued growth in public-school resources.

Due in part, however, to the first enrollment increase in more than a decade, the rate of growth in expenditures per pupil fell this year to its lowest level in 10 years—6.8 percent, for an increase of $235 per pupil, the report states.

Likewise, the rate of growth in school revenues, which had accelerated in the previous two years, declined from 8.4 percent a year ago to 7.1 percent in the current school year, according to the report.

"It is fair to question the future of many state-level education reforms in light of these revenue estimates, and to emphasize the need to examine local, state, and national revenue systems so that public-education improvements can be implemented fully and evaluated fairly," the report states.

Report Highlights

The National Education Association, which prepares the annual report based on data provided by state education agencies, was scheduled to release it at a press conference here this week.

The report is generally considered the most reliable source of information on state education systems and their finances. Among this year's highlights:

- Enrollments increased nationwide by an estimated 109,000 students, to 39,468,269. Although secondary-school enrollments declined by an estimated 159,000, that decline was more than offset by an increase of 269,000 pupils in the elementary grades. Enrollments rose in 36 of 51 states, including the District of Columbia, although they fell in New England, the mid-Atlantic states, and the Great Lakes states. California and Texas each had increases of about 90,000 students.
- The number of classroom teachers increased by an estimated 13,670, raising the nation's public-school teaching force to 2,177,851. A decrease in the number of secondary-school teachers was more than offset by a bigger increase in teachers at the elementary level.
- Schools spent an average of $3,677 per pupil in 1985-86, although that figure varies widely within and among states. Alaska spent the most—$8,044 per pupil—while Utah spent the least—$2,297.
- Average salaries for classroom teachers rose by 7.3 percent, or $1,723. Average salaries for teachers in the highest-paying state—Alaska—topped $40,000, while teachers in South Dakota averaged the least—$18,095.
- Total expenditures for elementary and secondary day schools nationwide increased by 7.2 percent, from $125,524,891 to $134,604,869. Capital outlays exceeded an estimated $8 million, but the rate of growth fell from 15.6 percent to 7.1 percent. Interest on school debt rose by 8.9 percent, to $2.65 million.
- Revenues also increased by 7.2 percent, from $139,634,698 to $149,687,997, but the federal share fell for the seventh consecutive year, from 6.6 percent to an estimated 6.4 percent.

The state share rose for the fourth straight year, to an estimated 50.1 percent, while the local share fell from 43.7 percent to an estimated 43.5 percent.

Per-Pupil Expenditures

The report's state-by-state data reveal significant spending hikes in three regions of the country—the mid-Atlantic, the Southeast, and the Far West, with more moderate gains in other regions.

It also indicates that the Southeastern states—which sparked the excellence movement—are closing the spending gap with the Southwest and Rocky Mountain states, but continue to lag behind New England and the mid-Atlantic states.

Even reform-minded states like Tennessee and Arkansas continue to trail all but four states in per-pupil spending, and two of those states—Alabama and Mississippi—are from the same region. Idaho and Utah were the two other states spending the least per pupil.

After Alaska, the highest-spending states were: New York, New Jersey, Wyoming, the District of Columbia, and Connecticut. The states that increased spending the most were: Wyoming, New Jersey, Montana, North Carolina, Delaware, Connecticut, New York, Rhode Island, and Georgia.

In percentage terms, salaries for classroom teachers increased most in the mid-Atlantic and Southwest states, sparked by big jumps in New Jersey and Oklahoma, respectively. Arkansas and Nevada also reported big percentage increases.

In absolute terms, the mid-Atlantic and Far West states led the way. New Jersey salaries increased the most—by some $3,400—while salaries in Nevada jumped by $3,100. In California and Mississippi, average salaries rose by about $2,500.

The highest-paying states were: Alaska, the District of Columbia, New York, Michigan, California, Rhode Island, New Jersey, and Wyoming. The lowest-paying states were: South Dakota, Mississippi, Arkansas, and Maine.

Mississippi, which has traditionally trailed all other states in this category, moved up only one notch, to 50th, despite raising teachers' salaries by a reported 15.8 percent—the largest percentage increase in the nation.

REGION AND STATE	TOTAL SCHOOL DISTRICTS	1985-86 FALL ENROLLMENT ELEMENTARY	1985-86 FALL ENROLLMENT SECONDARY	NUMBER OF PUBLIC HIGH SCHOOL GRADUATES—1985-86	TOTAL CLASSROOM TEACHERS—1985-86	EST. EXPENDITURES PUBLIC SCHOOLS 1985-86 AMOUNT (IN THOUSANDS)	TOTAL EXPENDITURES PER PUPIL IN ADA—1985-86	ANNUAL AVG. TEACHER SALARIES CURRENT DOLLARS—1985-86	EST. REVENUES BY PERCENT BY SOURCE FEDERAL	STATE	LOCAL AND OTHER
50 STATES AND D.C.	15,746	24,013,897	15,454,372	2,401,992	2,177,851	$134,604,869	$3,677	$25,257	6.4	50.1	43.5
NEW ENGLAND	1,377	1,224,737	680,396	132,924	128,024	7,364,930	4,215	24,920	5.3	40.5	54.2
CONNECTICUT	176	313,559	158,868	33,100	33,125	2,156,977	4,888	26,610	4.9	40.5	54.5
MAINE	282	142,790	64,037	13,300	12,887	647,100	3,346	19,583	7.7	51.1	41.2
MASSACHUSETTS	436	553,655	287,600	60,420	56,390	3,245,100	4,255	25,849	5.3	44.0	50.7
NEW HAMPSHIRE	169	96,213	64,761	11,074	10,497	453,810	3,114	20,148	3.8	5.0	91.2
RHODE ISLAND	40	70,020	63,430	9,430	8,755	566,943	4,669	29,470	4.1	41.9	54.0
VERMONT	274	48,500	41,700	5,600	6,370	295,000	3,554	20,325	6.2	35.6	58.2
MIDEAST	1,892	3,320,534	2,929,163	422,559	393,575	28,640,467	5,067	28,431	4.5	43.9	51.7
DELAWARE	19	48,814	44,087	5,806	5,745	385,000	4,517	24,625	7.7	68.7	23.5
DIST. OF COLUMBIA	1	50,030	37,062	3,900	5,265	380,837	5,020	33,990	6.7	...	93.3
MARYLAND	24	346,542	325,018	45,705	38,255	2,662,900	4,349	27,186	5.8	40.4	53.8
NEW JERSEY	616	715,358	400,836	81,948	73,810	5,721,800	5,544	28,216	4.7	44.7	50.6
NEW YORK	731	1,327,600	1,280,900	161,800	169,700	12,999,930	5,616	30,200	3.6	43.9	52.5
PENNSYLVANIA	501	832,190	841,260	123,400	100,800	6,490,000	4,235	26,009	5.0	45.3	49.7
SOUTHEAST	1,694	5,940,055	3,600,751	533,306	518,773	26,833,152	3,034	21,739	9.1	56.0	34.9
ALABAMA	130	396,803	333,657	39,186	36,913	1,722,800	2,508	22,934	11.6	73.4	15.0
ARKANSAS	341	234,287	199,123	25,740	23,699	1,051,588	2,642	19,538	10.3	61.3	28.3
FLORIDA	67	823,016	736,413	81,426	88,973	5,391,261	3,731	22,296	8.0	53.4	38.6
GEORGIA	187	656,800	407,800	56,249	57,370	2,960,193	2,980	22,080	8.1	55.8	36.1
KENTUCKY	180	429,391	214,512	38,100	33,600	1,650,700	2,853	20,940	10.4	68.6	21.0
LOUISIANA	66	584,600	220,000	38,500	42,900	2,207,100	3,046	20,460	10.9	53.2	35.9
MISSISSIPPI	154	265,271	199,009	25,538	25,000	996,994	2,305	18,443	17.0	57.2	25.8
NORTH CAROLINA	141	752,899	339,994	65,634	55,919	3,416,000	3,366	22,476	7.9	64.2	27.9
SOUTH CAROLINA	92	423,860	181,930	34,500	33,600	1,654,500	2,912	21,428	9.0	58.9	32.1
TENNESSEE	142	574,692	240,722	43,197	40,303	1,937,486	2,533	21,800	9.7	50.0	40.3
VIRGINIA	139	588,656	379,448	63,100	57,849	2,902,660	3,210	23,382	6.4	36.1	57.5
WEST VIRGINIA	55	209,780	148,143	22,136	22,647	941,870	2,821	20,625	9.8	63.8	26.5
GREAT LAKES	2,926	4,421,020	2,563,193	466,576	372,952	22,973,301	3,611	26,681	5.2	42.9	51.9
ILLINOIS	1,001	1,243,575	533,181	115,325	100,051	5,629,101	3,621	27,190	7.3	39.2	53.5
INDIANA	306	505,845	460,212	62,260	50,001	2,670,360	2,973	24,333	3.7	58.2	38.1
MICHIGAN	571	1,124,000	556,000	110,140	78,970	5,844,140	3,789	30,168	4.7	36.6	58.7
OHIO	616	1,094,600	698,800	120,000	98,230	5,900,000	3,547	24,500	5.0	46.3	48.7
WISCONSIN	432	453,000	315,000	58,851	45,700	2,929,700	4,168	26,800	4.0	39.8	56.2
PLAINS	3,179	1,747,464	1,147,492	197,651	179,756	9,378,903	3,504	22,818	5.6	43.7	50.7
IOWA	436	264,113	221,330	37,667	30,897	1,626,801	3,568	21,690	5.8	40.7	53.5
KANSAS	304	260,362	149,867	25,206	26,660	1,438,653	3,914	22,768	4.6	44.6	50.8
MINNESOTA	434	357,564	338,949	52,150	40,530	2,541,700	3,864	26,970	4.2	54.4	41.3
MISSOURI	545	544,197	250,910	49,200	48,090	2,255,572	3,155	21,884	6.6	38.9	54.5
NEBRASKA	955	150,898	114,921	17,620	17,574	824,250	3,285	20,939	5.1	28.1	66.8
NORTH DAKOTA	311	83,102	34,868	7,708	7,852	343,000	3,059	20,816	8.1	53.5	38.4
SOUTH DAKOTA	194	87,228	36,647	8,100	8,153	348,927	2,967	18,095	11.1	27.8	61.1
SOUTHWEST	2,042	2,667,336	1,939,130	236,641	250,724	13,886,722	3,252	23,912	7.8	50.5	41.7
ARIZONA	225	420,600	175,600	28,700	25,200	1,394,867	2,829	24,680	10.0	53.3	36.7
NEW MEXICO	88	147,609	117,277	15,263	14,724	849,000	3,374	22,526	12.8	75.4	11.9
OKLAHOMA	637	326,000	270,000	34,000	35,300	1,600,000	2,867	21,419	5.1	64.1	30.8
TEXAS	1,092	1,773,127	1,376,253	158,678	175,500	10,042,855	3,384	24,419	7.4	46.0	46.6
ROCKY MOUNTAINS	931	859,143	563,080	78,888	73,143	4,379,567	3,311	24,124	5.0	45.1	49.9
COLORADO	177	329,347	221,295	31,600	28,818	1,901,046	3,740	25,900	5.1	36.0	58.9
IDAHO	116	120,215	91,210	12,000	10,256	480,000	2,390	20,969	6.3	65.6	28.2
MONTANA	549	108,121	45,951	9,698	10,099	600,000	4,337	22,492	6.4	51.7	41.9
UTAH	40	242,791	160,514	19,890	16,675	870,407	2,297	22,341	5.3	55.6	39.1
WYOMING	49	58,669	44,110	5,700	7,295	528,114	5,479	27,876	2.3	37.4	60.3
FAR WEST	1,705	3,833,608	2,031,167	333,447	260,904	21,147,827	3,693	28,881	7.0	66.4	26.6
ALASKA	55	61,453	45,999	5,080	6,213	722,567	8,044	41,480	3.3	74.6	22.1
CALIFORNIA	1,028	2,920,125	1,322,115	239,270	177,230	15,131,830	3,573	29,750	7.7	68.7	23.7
HAWAII	1	89,920	73,979	9,710	8,362	568,400	3,766	25,845	9.3	90.6	.2
NEVADA	17	83,200	71,800	9,046	7,751	440,488	3,142	25,620	3.9	34.1	62.0
OREGON	306	283,389	164,133	26,931	25,205	1,704,800	4,123	25,788	4.8	27.9	67.3
WASHINGTON	298	395,521	353,141	43,410	36,143	2,579,742	3,705	26,015	5.7	75.6	18.7

SOURCE: NATIONAL EDUCATION ASSOCIATION